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Keyboarding for
Elementary Students



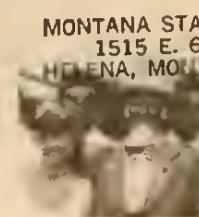
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Montana Schools

OFFICE OF PUBLIC INSTRUCTION
Ed Argenbright, Superintendent

WINTER 1988

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VOLUME 32, NO. 2

1989 Teacher of the Year

*"A teacher can only do his best, nothing more; he owes
that not only to himself, but to the people who employ him
and to the students under his supervision"*

Fen Wilkinson
Montana Teacher of the Year
1989

This year's Montana Teacher of the Year—Fen Wilkinson, a mathematics teacher and coach at Dawson County High School in Glendive—was born three months after his father, a forest ranger and member of the ski patrol, was killed in a snow avalanche. His mother impressed on Wilkinson and his brother the importance their father had placed on a college education. Before his death, she had promised his father that, if anything ever happened to him, she would see to it that his children had the opportunity to obtain the best college education possible. Wilkinson says he never doubted that he would go to college.

After graduating from Park County High School in Livingston, Wilkinson began preparing himself for a career in teaching at Montana State University in Bozeman. In the spring of 1964 he graduated from MSU and began his first teaching job in Judith Gap, where he taught all math, grades 7 through 12, and chemistry and physics on alternating years—seven classes with seven preparations! He also was the assistant coach in football and basketball—and became a single father.

Wilkinson remarried in 1969 and moved to Glendive to teach math (with three preparations). He received a masters degree in mathematics from MSU in 1975 and was a finalist for the National Excellence in Mathematics Teaching Award in 1988.

This year's outstanding teacher enjoys teaching elective math classes, but he believes that some of his most enjoyable times have been in basic algebra and general math classes. "Many of the students in these basic classes have never had good feelings about math, nor have they experienced any success. Seeing these students progress not only in math fundamentals, but greater feelings of self-worth and confidence, is very rewarding." He also helped begin and implement a calculus class at Dawson County High School.

Wilkinson believes that extracurricular activities are a vital part of the educational process. He has just completed his 11th year as head women's basketball coach and last year was also named head men's basketball coach at DCHS. In 1977 and 1983 he was selected as State Coach of the Year for Girls Basketball. In 1981 he was nominated for National Coach of the Year in Girls Basketball by the Montana Coaches' Association.

Wilkinson stresses the fundamentals, both in math classes

and extracurricular activities. "I approach teaching the way I coach basketball. As in basketball, where certain fundamentals are important to master before success, there are fundamentals of mathematics, specifically algebra, which when mastered lead readily to an understanding of complex ideas." He also uses catchy words or phrases, poems, rhymes, and music in order to trigger students' minds to these fundamentals.

Last year a former student (Wilkinson hadn't seen him for ten years) jumped out of his car and proceeded to rattle off the quadratic formula in under four seconds, a fundamental he had thoroughly mastered in Wilkinson's classes. The young man is an electrical engineer in Washington, D.C. and assured Wilkinson that he still remembers the fundamentals and uses them on his job.

During a recent girls' basketball tournament, one of the players on Wilkinson's team lost both parents and a grandmother in a multiple murder. The girl, her nine-year-old brother and remaining family members decided that the youngsters should finish the school year in Glendive. The girl

called and said, "Mr. Wilk, can Sean and I come live with you?" They lived with Wilkinson and his family for the next seven months.

A Glendive parent wrote of Wilkinson: "We have had two children who had the privilege of being in his mathematics classes. Even when this formerly was one of their 'dreaded' subject areas, they very shortly excelled in mathematics and looked forward to being in Mr. Wilkinson's stimulating and challenging classroom atmosphere. By communicating with our children and their classmates we have discovered that without exception, Fen Wilkinson commands great respect and his students were stimulated and challenged in his classes at all levels."

Mr. Wilkinson is Montana's Candidate for National Teacher of the Year, a program cosponsored by the Council of Chief State School Officers and the Encyclopaedia Britannica Corporation. Selection of the national winner will be made later this year.

continued next page...





Dear Montana Educators:

It certainly doesn't seem like eight years since I wrote my first column for *Montana Schools*, and here I am writing my last!

Through the good times and the bad I have enjoyed my job as Montana's State Superintendent of Public Instruction. One thought always has been uppermost in my mind: to help you provide the very best education possible for every Montana youngster.

The last eight years were not the best of times financially. We began with the euphoria of 18 percent and 15 percent increases in foundation program funding during my first legislative session in 1981; since then we've faced years much tougher than that. We've also been saddened by the divisiveness created by the underfunded schools lawsuit. It certainly would have been more fun to have been the State Superintendent when money was no object!

Even without additional funds, Montana educators have struggled on toward our goal. I've watched the Montana Board of Public Education wrestle with accountability and approval of achievement testing for students and the National Teacher Exam for teacher certification—all in the name of improving the credibility of Montana teachers as professionals.

I have been able to watch technology really take hold in Montana schools during my two terms in office. One of the advancements I will continue to watch closely is distance learning, because I believe this technology can and will make a difference in the curriculum available to rural Montana students.

I've also been able to visit lots of wonderful schools, meet hundreds of bright, capable students and enthusiastic, committed teachers. I have seen the commitment that administrators and trustees have for their local schools. While I hear criticism about our schools in general from some folks, those very same people tell me how wonderful their local school is! This supports my belief that Montana schools are, for the most part, already excellent.

At a recent interview of Senate Youth Scholarship finalists, 25 percent of the students indicated that they were seriously considering education as a profession. This contrasts favorably to previous years where not one student said he or she was thinking of education as their life's work.

I would urge you to help maintain the positive public backing necessary in your local district; to always consider kids first; to move away from a system of sending children to specialists; to allow teachers the time to counsel and care for their individual students. By maintaining and increasing the caring atmosphere so evident in Montana schools, we will make sure that fewer and fewer Montana youngsters fall through the cracks.

Thanks for the work you do for the students and parents and future of Montana.

—Ed Argenbright
State Superintendent

TOY Runners-up

Carol J. Brownell, a third grade teacher at Prairie View School in Conrad, is first runner-up Teacher of the Year.

Prairie View Elementary School Principal Harley Ruff calls Brownell the kind of teacher every school needs and deserves. "Mrs. Brownell cares more about children and the quality of their learning opportunities than any teacher I have encountered in my twenty-three years in the profession. She is concerned about each child's welfare and the children know it!... She is enthusiastic and totally committed to doing the best job she can. Children respect and love her. Parents are thrilled when children are placed in her classroom."



Carol J. Brownell

A native of Kalispell, Brownell graduated from Columbia Falls High School and began college at Northern Montana College in Havre. Her college career was interrupted when she married Dick Brownell and became an "Army wife." After her husband's discharge she returned to Northern and completed her degree with a social science/history major and an art minor. The family later moved to Pendroy where her husband entered ranching with his family and Carol taught grades 5-8 in the two-room school. She assumed the art program and Title I responsibilities at Utterback Middle School in Conrad in 1979 and later transferred to Prairie View Intermediate School's third grade. In 1985 she completed her masters program at Northern with an elementary education major with emphasis on reading.

In her philosophy of teaching Brownell says that "An outstanding teacher is someone who loves children and looks forward to coming to school—not to 'work'—each day."

Brownell believes that one of her greatest contributions to the education of children is to actively involve both student and parent in the day-to-day experiences in the classroom. Principal Ruff agrees: "Carol has been very successful in developing a triad support system—parent, child, teacher—where each understands and is expected to live up to their respective responsibilities."

Sandra Fasting, second runner-up Teacher of the Year, has something in common with each of the other finalists. Like Carol Brownell, Fasting teaches third grade; like Fen Wilkinson, she is a teacher in Glendive—at Lincoln Elementary School.

Fasting lists as one of her greatest contributions to education "helping kids realize successful students are made, not

born. A positive attitude and confidence in oneself brings success not only to education, but to life."

She graduated from Red Lodge High School and received an associate degree from Dawson Community College, a bachelors in education and a masters in math, reading, and gifted education, both from Eastern Montana College. She has taught in the Glendive system since 1976.

Fasting was a member of a steering committee formed in 1983 to write gifted education curriculum, and in 1985 she helped a committee develop and write a grant to form a "Parents' Group for Gifted Education."



Sandra Fasting

In her philosophy of education Fasting tells the story of Jane, a child who entered her classroom four years ago. Jane "had no confidence, very few friends, a terrible temper, and a low opinion of herself. Her kindergarten teacher suggested to her mother the child belonged in a special education class. I told myself I needed to help Jane and I only had 180 days to do it."

Jane worked hard and Fasting spent numerous hours listening, counseling and offering solutions to the problems the young girl had experienced.

"Jane entered the gifted program the beginning of her fourth grade year and is still in it. She had become a talented dancer, artist and musician. She has grown academically, emotionally and socially. We still visit and she sometimes has problems, but I know in my heart I made a significant difference in shaping Jane's life."

Other nominees for the 1989 Montana Teacher of the Year were: Marcia Engebretson, Jefferson Elementary, Glendive; Carol LaFaver, Helena Middle School; Deborah Ann Peters, Pine Butte Elementary, Colstrip; Robin Soyer, Havre High School.

The selection committee for the Teacher of the Year included Gertrude Weishaar, 1988 Montana Teacher of the Year, Choteau High School, Judith Evans, Principal, Ponderosa School, Billings; Don Gilbertson, Principal, Hardin High School, Jean Grow, Dawson County Superintendent of Schools, Glendive; Eldred Brown, Big Timber Elementary School; Sherry Schwend, student, Jefferson High School, Boulder. OPI's coordinator for the program is English/Social Studies Specialist Ed Eschler.

MONTANA SCHOOLS

MONTANA SCHOOLS (USPS601690) is published quarterly free of charge by the Office of Public Instruction, State Capitol, Helena, MT 59620. Second class postage paid at Helena, Montana. POSTMASTER: send address changes to *Montana Schools*, Office of Public Instruction, State Capitol, Helena, MT 59601.

Ed Argenbright
State Superintendent
of Public Instruction

Marilyn Miller
Executive Asst. to
the Superintendent/Editor

Gail Hansen
Layout

Lori Clark
Typography

Business Education—Keyboarding

by Cynthia F. Denton

The business education department at Hobson Public Schools is providing a progressive and expanding keyboarding curriculum for elementary students. Starting in the third grade, we teach keyboarding instruction using the touch method I developed and implemented this keyboarding program with the help of two elementary teachers, Mrs. Sharon Killham and Mr. Don Amundson.

Once the letters and numbers have been learned, time is spent composing short answers to questions at the keyboard and completing short compositions and work from other areas of study.

Keyboarding instruction is continued in grade four working to perfect the skills previously learned. A great deal of work during fourth grade emphasizes technique and expanding composition skills at the keyboard.

Fifth and sixth graders use their keyboarding skills to compose at the keyboard while completing class projects; students continue to perfect their keyboarding technique and work to build their speed and accuracy. Word processing skills are introduced and used to help students write compositions.

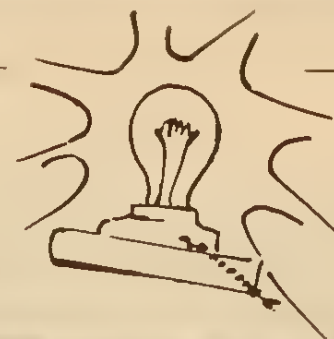
Junior high school students also work on expanding their writing skills at the keyboard and expanding their word processing skills while continuing to work on keyboarding technique, speed and accuracy, and additional computer skills.

This program allows high school students to use their keyboarding skills and to take courses designed to prepare them in much more depth for the job market or for college-oriented activities. Consequently, precious time is not spent during the high school years learning basic skills. These basic keyboarding and word processing skills are needed by today's students at a much earlier age. Students who are not provided with these skills when they have access to computers or typewriters tend to try to teach themselves, and, consequently, learn poor techniques. This prevents them from attaining the level of performance desirable and possible. Their full potential will not be realized since it is very difficult to correct poor habits already learned.

According to Marion Reed, Business Education Specialist in the Office of Public Instruction, the Business Education Program at Hobson is a program that would be appropriate and attainable for all schools in the state. A program like the one at Hobson can be adapted to every school of every size. The response to this program from our community members has been very positive and supportive.

If you have questions or would like help in developing such a plan for your school, contact Cynthia Denton at Hobson Public Schools, Hobson, Montana 59452, 423-5483 (school) or 423-5505 (home).

—Ms. Denton is the Business Education teacher at Hobson Public School.



Seventh graders at Hobson School. Left to right: Frank Hodge, Matt Gilkerson, Pete Gilbert, Sigrid French, Kathy Deegan, and Mardi Linhart.



Third graders reviewing parts to the computer. Left to right (back): Jake Stevenson, Jessica Rogers, Tim Metcaife, Crystal Heiser, Mandy Taylor, Tim Brower, and Elizabeth Spika.



Freshman class in Advanced Keyboarding, Word Processing and Communication Skills at Hobson School. Left to right: Christy Aamold, Vance VonBergen, Kris Ecker, John Haugen (standing, printing), and Craig McElvain.

Australian Teaching Fellowships Available

Once again OPI will be accepting applications for the International Teaching Fellowship Program. The 1990 Exchange will be between Montana teachers and teachers from the Department of Education, Victoria, Australia. Fellowships are offered to elementary and secondary teachers who have at least four years of teacher training and at least five years of teaching experience. There will be a direct exchange of teaching positions and accommodations for the position. Travel arrangements are not included. **Applications must be received by the end of March 1989.** For more information, contact Edward Eschler, OPI, 444-4433.

Regular Education Initiative:

Let's Get Some Grassroots Communication Started in Montana

by

John M. Dodd and Dennis Dennigan

Institute for Habilitative Services
Eastern Montana College

In 1985 Madeleine C. Will, the assistant secretary for the Office of Special Education and Rehabilitative Services in the United States Department of Education, delivered the keynote address at a conference in Racine, Wisconsin on the Education of Special Students: Research Findings and Implications. An article based on her talk was later published in *Exceptional Children* (Will, 1986) entitled "Educating Children with Learning Problems: A Shared Responsibility." That article included a brief description of what is now called the Regular Education Initiative (REI). She described programs such as special education resource rooms, Chapter 1 and English as a second language in which children spend part of the day receiving special services in "pullout" programs. Will suggested that these programs are ineffective and that children who are segregated are stigmatized.

As a solution she suggested that special education and regular education be merged into one system and that mildly handicapped youngsters should remain in the regular classroom. She indicated that it would be possible to identify and work with youngsters before they have experienced the failure presently required to qualify for special education services. She further proposed wider use of curriculum-based assessment to identify strengths and weaknesses in order to do more effective instructional planning. She recommended

preservation of parental rights including due process and the parental partnership in developing the individualized education plan.

Other REI recommendations call for grants for research and demonstration, which would help determine effective practices. The results would help determine further directions.

The REI has elicited responses from many special educators and organizations. While some prominent special educators have spoken as proponents, others have spoken as opponents. The Association for Children and Adults with Learning Disabilities and the Division for Learning Disabilities of the Council for Exceptional Children have issued position papers, and reactions to the REI have appeared in "Exceptional Children," "Journal of Learning Disabilities," and "Learning Disabilities Focus." However, since those are special education journals, it has been a matter of special educators communicating with special educators.

Some of the responses have expressed doubt that regular educators would be willing or able to deal with ever more diverse groupings. While special education is not to be dismantled, the demands would be somewhat different. It is not clear whether regular classroom teachers would be receptive to having special education personnel working within their classrooms. In some Montana schools the class size already has been increased, and it is probable that heterogeneity was increased along with class size.

Merging special education and regular education more closely would create new responsibilities for principals. Proponents of the REI have indicated that parental rights to par-

ticipate as partners in developing the individualized education program (IEP) would be preserved along with the right to due process. Since regular education teachers are not accustomed to developing and teaching with IEPs, there would be a need for inservice training. Teacher education programs would have to include considerably more special education methodology.

The REI faces major obstacles, but it also holds some promise for more integrated programs for children. Some of the difficulties in implementing the REI may seem insurmountable. There have been suggestions that it might be impossible to carry out in secondary schools. However, it is being discussed widely throughout the nation. It is essential to determine whether it would solve problems or set us back 25 years. Advocates for handicapped and others with learning problems need to remain vigilant lest the gains made with PL 94-142 become obscured by a call for a shared responsibility. However, it would be a mistake to pass up an exciting new challenge just for the sake of maintaining the status quo. It is clearly time for educators at the grassroots level to consider the proposal and start sharing the discussion within each school building. There is also a need to share the conversation with colleagues who have differing responsibilities. Special educators need to talk with regular classroom teachers; principals need to talk with both, plus psychologists, counselors and other therapists. Perhaps that would be the beginning of the shared responsibility.

Reference: Will, M.C. (1986) "Educating children with learning problems: A shared responsibility." *Exceptional Children*, 52 (5), 411-415.

Entrepreneurship at Hardin High School

by Ed Bergquist

"Entrepreneur: one who organizes and manages any enterprise, usually with considerable initiative and risk." When we think of an entrepreneur, Lee Iacocca and Donald Trump come to mind. Well, stand back, Lee and Donald, there's a new entrepreneurial force to be reckoned with.

It didn't take the special education students at the Hardin High and Middle Schools long to liquidate a \$100 debt and get a bottom line in the black. Find a good product, advertise it and be reliable in supplying the market—sound advice to any business. Their product? Caramel corn. Open the door of the self-contained resource room when the eight capitalists are on line, and the product advertises itself to the entire high school.

Special education teacher Scott Brokaw was looking for a meaningful experimental project for his prevocational program. Brokaw and his aide, Lydia Uffelman, arranged for a start up loan of \$100 to produce a 14 bean soup mix which was haggled and sold successfully. Meanwhile, Research and Development (and a new recipe) led to the caramel corn. It has been a bull market since then.

The original marketing was done through the DECA store during the noon hours. Word-of-mouth advertising expanded the market to other buildings in the school system. The local IGA store became an outlet. Brokaw said, "Our product was selling like hotcakes; we had trouble meeting the demand, even with a new capital investment for a second microwave. We just couldn't keep up."

Following wise business practices, the students cut back on the IGA marketing. Walk-in customers and special event sales have kept the business booming. During a re-

cent Class B girls district basketball tournament, the students sold over 220 bags.

Not willing to stand pat, the prevocational program is looking at diversification. A button maker was purchased, and a community market is being developed for made-to-order buttons.

Brokaw commented, "Our students really enjoy doing the work and are proud of themselves when they complete a project. They're really into it; all this in just two hours a day." Brokaw says that students stay on task and are very aware of health and safety standards.

At the present time the students are paid for their efforts in tokens redeemable at a local store. The teachers are studying the possibility of expanding the program to a half day and giving the students more responsibility in marketing and accounting. If this occurs, it is possible that the students would be paid with tokens and cash.

Brokaw and Uffelman aren't the only people pleased with the project. Not only does the faculty consume the product, they also take pride in the prevocational program. Students frequently drop in on the class at work, expressing their interest in the product and the producers.

Nothing succeeds like success. By any standards the kingpins of caramel corn are big time.

(We should mention that there is a downside to this story. Brokaw and Uffelman can no longer stand the smell of caramel corn.)

Ed Bergquist is the At Risk Specialist at OPI. He learned about the Hardin project during a visit to the school. He was so impressed with the story that he even consented to write it for us.



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Lewistown's Counseling Program Supports At-Risk Students

by Ed Bergquist

There is no ultimate solution for the problems of students who may be at-risk.

The counselors at Lewistown's high school and elementary districts accept that fact. They also believe that solutions are more likely to be found if certain fundamental principles are followed. Darrel Saver, counselor at the Lewistown Middle School, says, "What is good for students who are at-risk is great for those who are not." Saver made that point during a recent discussion of Lewistown's K-12 counseling program.

Coordination between the Lewistown elementary, middle school and high school counselors is evident. Coupled with strong administrative support and involvement, the K-12 program has features common to most schools and some which are not so common.

Because of recent budget cuts, the system has been reduced from five to three counselors. Terry Utterback, the high school counselor, remarked that, "Our program is being redefined. We went from two full-time counselors and a vice principal to one counselor and a half-time counselor/vice principal. We are redefining our role and our resources."

Some hard choices have already been made and others may follow. Elementary counselor Jean Davis has gone from full- to half-time counseling and says, "Classroom contact and group projects are very important counseling tools in grades K-6, but being half time for three schools allows me to do individual counseling only."

Teacher-led group programs still in use include Me Me, Do So and McGriff's Just Say No. For emotionally disturbed, slow or non-traditional learners and special problem students, the district uses the Program for Accelerated Learning (PAL).

A special effort is made to ease the transitions from the elementary grades to the middle school and then on to the high school. Counselor Saver makes orientation visits to

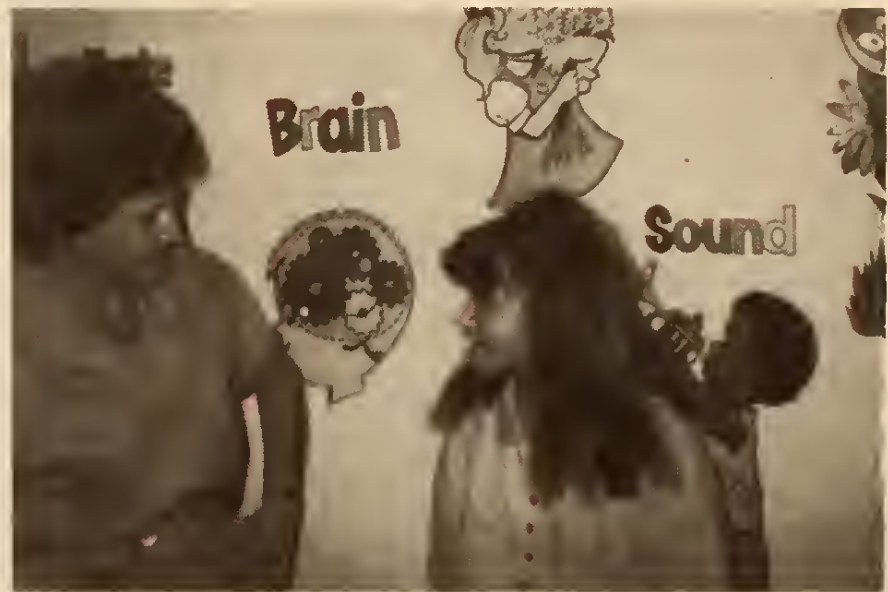
the sixth grade teachers to guarantee that they are part of the registration process. Sixth graders are then brought to the middle school where Principal Dennis Bergo, the counselor, and student council members conduct prescheduling counseling. In the fall the sixth graders are registered and parents receive information about the schedule. This is followed by an open house and parental orientation. Two days of parent-teacher conferences are held in November, and attendance in recent years has been over 90 percent.

In the spring of the eighth grade year, the high school counselors and the middle school staff hold parent-student-counselor conferences for each student. A four-year high school schedule is developed and approved by all parties. Emphasis is placed on graduation requirements and college entrance standards. The eighth graders are hand-registered for high school, matching students who have special needs with teachers best able to serve those needs. A schedule is mailed to each student's parents or guardians in August. Saver says of the registration procedure, "The whole process of registration has benefited our communications with parents. I feel that our parents aren't intimidated by our schools."

Terry Utterback agrees: "It starts the kids off on the right foot. The parents know what is going on and what is expected of their students."

In the middle school program for students with academic problems the counselor compiles a list of students having difficulties, and checks are made of students' progress. On Friday, the parent calls the counselor for a progress report. For more serious academic or discipline problems, a contract system is used involving the student, parent, teachers and counselor.

The middle and high schools are in the second year of implementing a group counseling system based on the CARE concept. A CARE team holds divorce-impact sessions along with chemical use and abuse



Jean Davis, elementary counselor, and Anna Saver discussing Anna's schedule.

counseling. INSIGHT is used in the high school for students who have violated school policies and for those who may be affected by dysfunctional families.

The high school encourages involvement by staff members skilled in working with students who may be at-risk. Lynn Wise, librarian, has been trained as a FOCUS facilitator. Lynn has built a nine-member team within the school staff, but tries to limit the number of meetings to avoid overloading the teachers. Wise feels that she is a student advocate: "Students seek me out to talk about their personal problems. I try to project the feeling that someone cares about something beside their school work." She went on to say, "The staff is excellent at communicating with one another over the individual needs of students." Principal Bob Raver commented, "We try to make teachers aware of the individual profile of special education students, also nonspecial education students with identifiable at-risk traits."

The Lewistown administrative and counseling staffs believe that they are making progress in developing lines of communica-

tion within the community. The use of the CORE mechanism, the involvement of staff on advisory boards and in associations, the informal contact with other service providers, and the participation on child protective teams are vital to this process. Open communication is also an in-house concern. Principal Bergo observed, "All principals have cross-level assignments dealing with curriculum and staff development. There is a great deal of K-12 interaction on policy and goals, and this includes teachers. We want a two-way flow of information involving the school board, administration and staff."

Certainly, there is no one "ideal" program for at-risk students. Increased class size and reduced counseling staff are not positive factors anywhere. However, from Alzada to Yaak, a caring staff, open communications and recognition of those who may be at-risk are positive factors.

—Ed Bergquist is OPI's At-Risk Program Specialist



Third grade students use a computer and peer tutoring to complete an individual assignment.



Principal Pat McGuire and third grade teacher Gloria Miller conduct some informal group counseling.

The Flag—The Pledge 1989

by Stena Schilling
and Terry Teichrow

In the last few months, the subject of patriotism, our nation's flag and the "Pledge of Allegiance" has been at the forefront of political discussion.

Our nation has always been a patriotic nation, even more so in times of turmoil and crisis. Old Glory flutters during public events and daily atop uncountable flagpoles in America and elsewhere. The reciting of the "Pledge of Allegiance" is a gesture—not as old as the flag, but just as important. Its brief statement says so much.

Long before the Pledge became a campaign issue between political candidates, the National Flag Day Committee of Baltimore, Maryland began work to recognize National Flag Day and a **Pause For The Pledge!**

The concept of the annual **Pause For The Pledge** on National Flag Day is that all Americans everywhere would pause to say the Pledge of Allegiance on June 14 at 7:00 p.m. EDT. The effect of this simple ceremony each year would be a stimulating patriotic experience at home and a sign of unity abroad. The 99th Congress passed and President Reagan signed Public Law 99-54 recognizing the **Pause For The Pledge** as part of National Flag Day ceremonies.

The idea for an annual **Pause For The Pledge** of Allegiance originated in 1980 at the Star Spangled Banner Flag House in Baltimore, Maryland. The Flag House was the home of Mary Pickersgill who created the 42' x 30' American flag which flew over Fort McHenry during the War of 1812 and inspired Frances Scott Key to write our National Anthem. Since then the concept has swept across the country in a grassroots movement supported by a broad spectrum of individuals, organizations and businesses. Local Flag Day ceremonies are held in conjunction with the national **Pause For The Pledge** ceremony at Fort McHenry.

The National Flag Day Foundation Inc. was created in 1982 "to conduct educational programs throughout the United States in promotion of National Flag Day and to encourage national patriotism by promotion of the **Pause For The Pledge** of Allegiance."

The Flag Day Foundation conducts an educational program in which a student and a liaison from each state spend five days in Baltimore, Maryland. This first-rate experience is a bipartisan effort to show 100-plus students and adults what national unity is all about. Program founders Louis Koerber and Dick Patterson are two of the country's most dedicated patriots. They are well known Baltimore businessmen who treat 50 young students to the red carpet treatment usually reserved for national diplomats.

Montana has participated in the program on a limited basis since 1980. In 1988 we began a concerted effort to promote this program in Montana. It began as a joint effort between the Governor's office, the Montana Army National Guard, and the Office of Public Instruction.



Above: Ship in Baltimore Harbor at Ft. McHenry, Flag Day 1987. Below: Harbor during evening ceremony (1987), \$80,000 fireworks display donated by Proctor & Gamble.

The first part of the campaign was to prepare local communities to celebrate June 14 in the **Pause For The Pledge**. In an effort to create awareness about the program we contacted civic organizations and asked the state's mayors to appoint coordinators to plan and organize their communities' celebrations. On June 14, 1988, we held the first organized, statewide **Pause For The Pledge**.

The second part of the Montana program included a contest to select our representative to Baltimore. We sent application materials to over 160 high schools in Montana looking for one sophomore or junior respondent from each school. Students were asked to tell what the flag meant to them and how it affected their families. A five-member committee rated responses and chose the candidate with the best total rating. The candidate for 1988 was Allison Hughes, a sophomore from Polson High School.

We hope for an even bigger and better celebration in 1989, with a larger participation in Montana's Flag Day ceremony and more candidate participation from Montana high schools. We also ask for your help and participation. Our 1989 student applications will arrive at your school shortly after the first of the year and will have a deadline date sometime in February. Please feel free to call if you have questions about the program.

Sgt. First Class Stena Schilling and Homeless Children Specialist Terry Teichrow are Flag Day coordinators for the Montana Army National Guard and OPI, respectively.



NATIONAL TEACHER EXAM: SPECIAL AND REGULAR TESTS

On November 17, 1988, Rocky Mountain College received permission from the Educational Testing Service to offer a special institutional administration of the National Teacher Exam Core Battery. Registration will be accepted until the available 55 seats are filled. Interested people should contact Dr. James Taylor at 657-1030.

As a reminder, the other established test dates for this school year are March 4 and June 17, 1989. For registration deadlines and other specific information about the Core Battery (including individual testing), contact a college test center.



Student Representative Allison Hughes at Hyatt Regency banquet. Allison was the 1988 representative, now a junior at Polson High School.

NEWS BRIEFS

HELENA SCHOOLS RECEIVE \$20,000 U S WEST FOUNDATION GRANT

The Helena School District has received a major grant from the U S WEST Foundation to increase availability of a program designed to place children just entering school in an educational environment based on learning ability instead of chronological age.

The \$20,000 grant will fund preparation and training material for Helena's new Developmental Primary Program, making the program available to other districts in Montana and the Northwest.

Programs evaluating development of children entering school have been available for a number of years and are in place at other locations in Montana. The Helena project will establish a training and information center to expand and improve these evaluation programs. Trained Helena school staff will provide consultant and training services to others interested in similar approaches to evaluating learning abilities.

The U S WEST Foundation joins Apple Computer in underwriting the program. Apple is providing equipment, software and technical assistance. The U S WEST Foundation grant will fund additional training, printed and video material, and evaluation.

For more information contact Barbara Ranf, U S WEST Foundation, 441-3548; Karen Sexton, Principal, Lincoln-Ray Bjork School, Helena, 442-7750; or Brad Morris, Principal, Rossiter School, Helena, 458-5001.

NASHUA TEACHER WINS MATH AWARD

In October, Kim Girard from Nashua High School flew to Washington, D.C. to attend the national awards ceremony for the Presidential Award in Excellence in Mathematics Teaching. Girard received a \$5,000 award to be used by her to further the mathematics program at Nashua High School. National award winners also received personal computers and other special gifts from business and industry sponsors.

Montana's other finalists were Diane Burrell from Hellgate High School in Missoula and Leah McCracken from Lockwood Middle School in Billings.

Announcements for the 1989 Presidential Awards Program for Excellence in Mathematics and Science Teaching will be sent to all schools after the first of the year. Completed

nomination forms must be returned by the first of April, and selection of Montana's three nominees will be completed before May 1. Watch for announcement of the Presidential Awards Program—and be ready to nominate outstanding mathematics teachers from your school for this awards program. For additional information contact Dan Dolan, Math Specialist, 444-4436.

OUTSTANDING SCHOOL PRINCIPALS HONORED

Fifty-nine elementary and middle school principals have been selected as 1988 "National Distinguished Principals" by the U.S. Department of Education and the National Association of Elementary School Principals (NAESP).

"These principals are leaders," U.S. Secretary of Education Lauro F. Cavazos said, "who have fostered teamwork and a spirit of cooperation among students, staff and parents. They have built a community-wide commitment to learning and an enthusiasm for excellence. They have shown us how to create effective schools, and they deserve our highest praise."

Samuel Sava, Executive Director of NAESP, said, "From across this nation and abroad, from school districts large and small, rich and poor, these 59 men and women share a common knowledge—they know how to manage a school where children succeed. They are national treasures."

The National Distinguished Principals program was initiated in 1984 to recognize the crucial role that elementary and middle school principals play in shaping the character and quality of children's education.

Montana's award winner was Stan Rathman, Principal at Choteau Elementary School.

The principals were recognized by the Department of Education at an awards banquet in Washington, D.C. where each received an award certificate and an engraved school bell.

BUTTE SCHOOL RECEIVES GRANT

The Butte school district has received a Montana Committee for the Humanities grant for its Classics in the Classroom elementary literature program.

The Butte district will use the grant to develop a course with the University of Montana to broaden the literary skills of Butte elementary teachers by giving them an opportunity to study and discuss children's classics. The grant also will

provide assistance to teachers in teaching classics to children.

The Butte school district has developed a classical literature program for elementary students during the past three years. The program exposes elementary students to some of the great works of literature that set a standard of excellence for intellectual growth.

For information about the program call or write Yvonne Sundberg, West Elementary School, South Excelsior & Steel, Butte MT 59701, 782-8354

NASBE REPORT CALLS FOR CREATION OF NEW ELEMENTARY SCHOOL UNITS FOR EARLY CHILDHOOD EDUCATION

Developing early childhood units in public schools to serve children 4-8 and their parents is the chief recommendation and call to action of **Right From the Start**, a report of a task force on early childhood education released recently by the National Association of State Boards of Education (NASBE) at its national conference in Chicago.

The blue-ribbon task force, which brought together state leaders, public school officials and early childhood experts, met throughout 1988, holding public hearings and visiting schools and pre-school sites in Atlanta, Boston, Chicago and San Francisco.

For more information about **Right From the Start** contact Tim Callahan, NASBE Director of Public Affairs, 1012 Cameron St., Alexandria VA 22314, (703) 684-4000.

MONTANAN IS MIGRANT "MASTER TEACHER"

The Migrant Student Record Transfer System (MSRTS) will sponsor the fourth annual Mastery Awards ceremony for migrant teachers and health providers in December in Little Rock, Arkansas. Larry E. Fink from Hysham Elementary School will be one of 41 migrant master teachers and health providers from across the country chosen from nominees submitted from all states using the system.

Certificates and plaques will be awarded during the three and one-half day meeting. A workshop for the master teachers and health providers will focus on Secondary Education for Migrant Students with special emphasis on developing instructional strategies for higher level thinking and study skills, and specifically developing intervention strategies for at-risk students.

1989 Montana Centennial Energy Calendar

The Montana Statehood Centennial Committee has sanctioned a calendar featuring the artwork of Montana elementary students. More than 340 Montana students in grades 4 through 6 participated last spring in a statewide energy poster contest. The theme for the contest was "A Hundred Years of Energy in Montana," and the drawings of 13 young artists are highlighted in the 1989 Montana Centennial Energy Calendar.

Winning students were honored October 20 at a Governor's awards ceremony in Helena and received a \$50 U.S. Savings Bond. Winners represented schools in nine communities: Scobey, Malta, Butte, Absarokee, Gallatin Gateway, Missoula, Browning, Deer Lodge and Livingston.

The poster contest and calendar were sponsored by the Montana Department of Natural Resources and Conservation, Montana Power Company and the Montana Energy Education Council. Other contributors included Mountain States Energy Inc., Bonneville Power Administration, the Montana Office of the Northwest Power Planning Council, National Center for Appropriate Technology, Alternative Energy Resources Organization, Montana State University Extension Service and the Montana Office of Public Instruction.

About 4,000 copies of the 1989 Montana Centennial Energy Calendar have been distributed free to educators across the state. Another 63 of the colorful, creative energy posters have been selected for inclusion in a travelling centennial exhibit. These posters are available for loan to schools, libraries and other organizations. For information on the energy poster exhibit, contact Peggy Nelson, Department of Natural Resources and Conservation, 1520 East Sixth Ave., Helena, MT 59620, phone 444-6697.



Spotlight on . . .

Positive Action Day in East Helena

"Those kids (Montana Teen Institute) were very impressive. I hope to get there someday. No matter what, I'll say NO!"

"(Jenny DeVoe) taught me to believe in myself and be what you are."

*"The good in me and my values and being a 'goody goody' isn't so bad."
"That to be a 'perfect kid' in most people's eyes is sometimes lonely."*

"He (Chuck Mickelwright) was cool; I like his class."

"I think they (Chris Hodik and Tim Sedlock) did the right thing and I know I will if the time comes."

— Student Comments —



Tim Sedlock (left) and Chris Hodik, Helena High School, give pointers on how to say NO.

Thursday, September 29, was a regular school day for most students in Montana, but it was a special day for seventh graders in East Helena and Muntana City elementary schools. These students spent the day in a program they call *Positive Action Day: You Make The Choices*.

The inspiration for this day came from Mr. Bob Fisher, health teacher at East Helena's Radley Elementary School. During the day-long session students are given information about use and misuse of drugs, alcohol and other problem areas along with emphasis on more positive alternatives. Fisher is a motivator of students who demands absolute attention during all sessions. This is the third year of the program, and before the morning's sessions were ended, Fisher already was making plans for how to make next year's program even better.

The day began with Jenny DeVoe, a senior and student body president at Helena High School, giving the keynote address on "Knowing yourself first makes the choice easy." Jenny chose a drug free life for herself—not an easy choice but one that has paid her many rewards. She sang, gave an inspirational talk about choices she has made in her life, and showed a slide/tape presentation.

After an orange juice break sponsored by McDonalds, students attended small group seminars on how to make good choices in their lives and how to say "NO" to poor choices.

One of the other presenters was Chuck Mickelwright, a "youthful" senior citizen and retired YMCA manager who rides his bicycle to prove that clean air + clean lungs = a better life. Mickelwright has participated in two bicycle rides: one across the United States coast to coast, the second through Alaska, both part of the American Lung Association's Life Cycle program.

Tim Sedlock and Chris Hodik, two Helena High School students who, as freshmen, were approached to buy drugs and said "No," discussed their experiences.

Mike Sullivan, President of Boyd Andrews alumni club, was addicted and nearly destroyed by a variety of drugs before he got help. He has recovered with the help of treatment and told students about his powerless life while addicted to cocaine on the streets of Denver.

Joyce Nygard, a representative of the Florence Crittenton Home, talked about the consequences of pre-marital sex: that the responsibility belongs to both the boy and the girl and how the results often ruin the lives of both.

Cindy Brown, St. Peters' Hospital dietitian and nutritionist, talked about a wide variety of eating disorders and how to understand the right and wrong choices that students are offered every day in respect to their eating habits.

After lunch (eaten together in the school cafeteria), the students attended a question-and-answer session led by Montana Teen Institute students from Helena High School. The high schoolers frankly and honestly answered written questions submitted throughout the day by students.

A film festival featured videos produced to address the problems associated with drugs. Discussions followed the videos.

Radley Elementary School Principal Lyle Eggum supports the program wholeheartedly: "We have found that the day-long program focuses the interest of students because it is something different. Our resource people have captured the interest of students. The proof has come from parent comments commending our efforts. The bottom line for kids is having enough knowledge to make good choices—namely to 'Just Say No.'"

Fisher adds, "This year was perhaps the most successful of the Positive Action Days we have held during the past three years. We learn from each, and, hopefully, they will continue to get better. We feel that we are at the pulse of any chemical problems and that our kids are making the right choices—and that's what it's all about."



Holding the attention of a gymnasium full of "tuned in."

For more information on East Helena's Positive Action Day, contact Health Teacher, or Lyle Eggum, Principal, Radley Elementary School, 59635, 227-5851.



Bub Fisher, Radley Elementary School counselor, initiated Positive Action Day activities.



Jenny DeVoe, student body president at Helena High School, captivated the students with her singing and slide show and touched them with a sensitive description of her personal experiences in making choices that count.



seventh graders is no easy task, but these students were



Mike Sullivan, President of Boyd Andrews alumni club, spoke from experience about making the wrong choices.

Positive Action Day contact Bob Fisher,
Radley Elementary School, East Helena, MT

UNCLASSIFIEDS

Unclassifieds is a bulletin board of resources, events and announcements of interest to educators. The naming of a service or product does not mean a recommendation or endorsement by the Office of Public Instruction.

LEGISLATIVE ACTIVITIES

As part of the Centennial celebration, the Helena Capital City 89ers are organizing a Salute to Schools (see article in the fall issue of *Montana Schools*). Activities offered to all Montana schools include recognition by the legislature of county schools on specific days, a one-page contribution to a *Montana Sampler*, curriculum booklets on the legislative process, legislative visit souvenirs, and information on other capital city tours. For more information contact Salute to Schools, 1300 Billings Ave., Helena, MT 59601.

RESOURCES

WOMEN'S HISTORY

The National Women's History Project, the primary distributor of multicultural women's history materials in the United States, has announced new posters, books, videos and celebration materials for 1988-89.

"A Woman's Place" is a 25-minute color video on women's history of involvement and activism in most aspects of our country's life. Twenty-four 8" x 11" posters comprise the new "Woman of the Month" display set, each accompanied by a biography. Two posters, "Celebrating Black Women's History" and the National Women's History Month commemorative poster for 1989, "Heritage of Strength and Vision," feature many individual women and biographical statements about each. The comprehensive curriculum unit, "Contributions of Women: A Research Unit," was developed for grades 6-9, designed in accordance with Bloom's Taxonomy. Using notable American women for subjects, creative exercises guide students through the critical stages of collecting and organizing information and presentations.

To find out more about these materials and 271 other multicultural women's history items, send \$1 to the National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402.

CENTENNIAL CALENDAR

The Butte Schools are doing a 1989 Centennial Children's Art Calendar. This calendar features art work from each school in Butte. Individuals can purchase the calendars for \$3.50 each, or groups wishing to resell the calendar can purchase them at wholesale for \$1.75 each. Contact Charlene Green, Butte Public Schools.

APPLES FOR THE STUDENTS

Supermarket chains in 20 U.S. markets across the country are joining in a unique partnership for education with school volunteer groups and professional educators to put more computers at the fingertips of America's school children. The "Apples for the Students" program is designed to permit supermarket organizations to provide—at no cost to the schools or the school taxpayer—an estimated \$25 million worth of computers, curriculum-designed software and teacher training during the 1988-89 school year.

School districts and school volunteer groups interested in finding out how "Apples for the Students" can be made available in their communities should contact Peter Jarvis at Service Marketing Group, 300 Garden City Plaza, Garden City, NY 11530, (516) 747-7111.

SOCIAL SCIENCE PUBLICATION

The Social Science Education Consortium has published the fourth title in its Science/Technology/Society series. The book, *Science/Technology/Society: Training Manual*, presents three sets of tools for trainers. Order no. 314-4 from SSEC Publications, 855 Broadway, Boulder, CO 80302. The cost is \$9.95; all orders under \$20 must be prepaid.

AEROSPACE EDUCATION MATERIALS

The National Aeronautics and Space Administration has established a national distribution center for educational materials as part of the NASA Teacher Resource Center Network. For a minimal charge the NASA Central Operation of Resources for Educators (CORE) will provide NASA-related educational audiovisual materials through its mail order service to educators unable to visit one of the NASA centers. Educators may request a catalog and order form on school letterhead from CORE, Lorain County JVS, 15181 Route 58 South, Oberlin, OH 44074.

INFORMATION RESOURCES FOR TEACHERS

State government agencies in Helena have several information centers that can be of help to teachers and administrators throughout the state. If you cannot find what you need at your local or school libraries, you may find the following resources extremely useful this school year. All of these agencies are located in Helena and share the zip code, 59620.

OPI SPECIALISTS/OPI RESOURCE CENTER (Office of Public Instruction, State Capitol, 444-3095.)

The Office of Public Instruction (OPI) has staff specialists in most curriculum areas (i.e., pupil transportation, food service, school finance, library media, adult basic education, special education, educational equity, vocational education, federal programs) and other areas of importance to education.

OPI's Resource Center is part of the *Montana Instructional Information for*

Educators (MINE) network which taps into resources such as the Educational Resources Information Center (ERIC), products developed by regional education laboratories, computerized data banks, etc. The Resource Center performs information searches and copies written materials for a small fee.

Goliath—The OPI Electronic Bulletin Board System operates on almost any type of microcomputer with a modem and telecommunication software. This is a closed system for school faculty, administrators, etc. Goliath has 16 separate message sections for the specific use of various educational disciplines, a large grid of up and down load sections, and will eventually host a data base resource component. This system is currently supported by two regular phone lines and two 800 numbers. Contact Bob Briggs at 444-4439 or Dan Dolan at 444-4436 for user clearance.

Big Sky Telegraph is a grassroots telecommunications system linking Montana's 114 one-room schools with resources and other rural teachers regionwide. It offers electronic mail, conferencing, educational data bases, Western Montana College library services with free ERIC searching, a copyrighted software loan library and online training classes. Big Sky Telegraph, funded by US WEST and the M.J. Murdock Charitable Trust, is an open system available to all interested in rural education and rural community support. Call (modem only) 406 683-7680.

OPI Audiovisual Library has over 7,000 films, videotapes and videocassettes on a wide variety of curricular and professional development subjects. Schools may rent the films for \$6.50 each.

MONTANA STATE LIBRARY (Justice-State Library Bldg., 1515 E. 6th Ave., 444-3115)

The State Library not only houses a rich collection of resources, it also holds training and educational workshops for the library community in Montana. It operates **Moncat**, a shared-computer data base which contains records of materials owned by 80 Montana libraries, developed through the Western Library Network, a multi-state computer library system. The Montana State Library offers toll-free access for librarians who need help with specific reference questions. Call 1-800-338-5087 between 8:00 a.m. and 5:00 p.m. Monday through Friday.

The State Library maintains the *Natural Resources Information System* (NRIS) and houses the *Montana Natural Heritage Program* (NHP). NRIS is a statewide bibliographic data base for each of Montana's natural resources. Its subdivision, NHP, provides a comprehensive inventory of elements of the state's exemplary, rare, or unique natural features. These data bases are available to librarians and to the public through the State Library.

STATE LAW LIBRARY (Justice—State Library Bldg., 215 N. Sanders, 444-3660)

This library houses an extensive collection of legal documents and resource materials, particularly those related to Montana law.

MONTANA HISTORICAL SOCIETY LIBRARY (225 N. Roberts, 444-2681)

Archival and research materials on all

aspects of local and state history are available.

SOCIAL AND REHABILITATIVE SERVICES (SRS) TRAINING AND RESOURCE INFORMATION CENTER (25 S. Ewing, 449-8326)

The Training and Resource Information Center (TRIC) has extensive training materials including audiovisuals, books and manuals for those working with the developmentally disabled.

DEPARTMENT OF COMMERCE (1424 9th Ave., 444-2896)

Census and Economic Information Center. This center has information about Montana demographics and census figures—information especially helpful when writing grants or calculating mill levies.

Promotion Division. This department has information regarding Montana travel, celebrations and promotions. Highway maps are also available.

DEPARTMENT OF NATURAL RESOURCES AND CONSERVATION LIBRARY (1520 6th Ave., 444-6700 ext. 250)

LEGISLATIVE COUNCIL LIBRARY (State Capitol, 444-3064)



STUDENT TRAVEL

CENTENNIAL AMBASSADOR YOUTH EXCHANGE PROGRAM

Meadow Gold Dairies will sponsor a two-week exchange period—April 17-28, 1989—to encourage active student involvement in Montana's Centennial. High schools may name two junior class delegates, one boy and one girl, as their ambassadors. Generally, students from eastern Montana will spend two weeks living with host families and attending school in the western part of the state and vice versa.

Meadow Gold will pay for transportation costs from bus terminal to bus terminal. Parents/guardians will have to transport (at their own expense) students to and from the nearest terminal served by Greyhound Lines, Intermountain or Rimrock Stage Lines.

Parents/guardians of students will act, except in extraordinary circumstances, as host families for reciprocal students in the program.

Contact program coordinator, Mr. Bob Henkel of Sage Advertising, Helena, for more information (442-9500).

EXCHANGE PROGRAMS

JAPANESE INTERNSHIP PROGRAM

The International Internship Programs facilitates no-cost placement of Japanese adults in schools throughout the United States and Canada. These adults will share with students, teachers and communities various aspects of their Japanese culture and lifestyle. Host schools have two primary responsibilities: (1) providing a structured program for the intern and (2) identifying a host family with whom the intern lives. The intern pays the host family \$150 monthly to help defray food expenses. If your school is interested in more information, contact Wayne Kuramoto, International Internship Programs, 406 Colman Building, 811 First Avenue, Seattle, WA 98104, (800) 333-2225, enter 937 after the tone.



TELEVISION

"A Nation at Risk" was the basis for a five-part series, **Learning in America**, which will air on local PBS stations in March and April. The series, produced at MacNeil/Lehrer Productions and WETA public television, is funded by a grant from the Chrysler Corporation. For more information on making the series a focal point for a local-level education event, contact Kathleen Holmay, Outreach Coordinator, WETA Television, (301) 588-2169.

TEACHER OPPORTUNITIES

NASA EDUCATION WORKSHOPS FOR ELEMENTARY SCHOOL TEACHERS

The NASA Education Workshops for Elementary School Teachers (NEWEST) give outstanding elementary teachers a first-hand experience in America's space program. Applicants selected will spend two weeks this summer at one of NASA's research centers learning about the latest in space and aeronautics activities. Participants will have the opportunity to access NASA educational materials, learn how space and aeronautics fit all areas of the elementary curriculum, work with NASA experts, and share with other outstanding American elementary teachers. The NEWEST awards include national recognition, summer 1989 workshops

at NASA centers, and travel, housing and per diem.

NEWEST is sponsored by the National Science Teachers Association (NSTA) in conjunction with the National Council of Teachers of Mathematics (NCTM) and is supported by the National Aeronautics and Space Administration.

For application materials contact NSTA/NEWEST, 1742 Connecticut Ave., NW, Washington, DC 20009. Application packages must be postmarked no later than February 15, 1989.

TAFT SEMINARS

A Taft Seminar for teachers on American politics will be held July 3-14, 1989 on the University of Montana campus. The seminar is open to elementary and secondary social studies teachers, administrators and librarians. The 30 educators selected will receive tuition, housing, meals and books. For application materials or further information contact Dr. Jim Lopach, Seminar Director, Political Science Department, UM, Missoula, MT 59812, 243-5202.

THE GREAT BOOKS FOUNDATION BASIC LEADER TRAINING COURSE

The Great Books Foundation has scheduled a two-day basic leader training course on January 13 (4:30 p.m. to 10:00 p.m.) and January 14 (9:00 a.m. to 2:30 p.m.). This training, which costs \$60 per person, is required for all leaders of Junior Great Books. Courses are open to anyone—teachers, librarians, parent volunteers, administrators, etc.—committed to conducting Junior or Adult Great Books groups. Contact Nancy Harvey, Librarian, Cut Bank High School, 300 1st Street SE, Cut Bank, MT 59427, 873-5629 no later than December 21.

SCIENCE WORKSHOPS

Elementary, middle, and high school teachers (K-12) with a wide range of backgrounds in science are eligible to take part in workshops to be offered this summer by the Institute for Chemical Education (ICE). Three workshops will address specific problems in science education: Chemistry Supplements (two weeks), Chemistry Fundamentals Workshop (six weeks), and Chemical Instrumentation Update (two weeks). Workshop sessions will be held for college credit at the Universities of Wisconsin-Madison, Arizona, California-Berkeley, Maryland-College Park, and Northern Colorado. For more information or an application form write to Institute for Chemical Education, Department of Chemistry, University of Wisconsin-Madison, 1101 University Avenue, Madison, WI 53706-1396.

POLITICAL PHILOSOPHY OF THE UNITED STATES CONSTITUTION

The Center for Civic Education will conduct a four-week summer institute for teacher-scholars from elementary and secondary schools at UCLA July 10-August 5, 1989. Participants will receive \$1,000 stipends, housing, meals, transportation and materials. Five units of credit will be

available. Contact Duane E. Smith, Associate Professor, Dept. of Political Science, UCLA, Center for Civic Education, 5146 Douglas Fir Road, Calabasas CA 91302. Deadline: March 15, 1989.

THE YOUNG REPUBLIC: AMERICAN LIFE AND CULTURE, 1783-1830

The Social Science Education Consortium, Inc. (SSEC), in cooperation with the University of Colorado History Department, will sponsor a four-week summer institute in the humanities for 30 secondary school teachers in Boulder, Colorado July 10-August 4, 1989. Participants will represent school district teams of from two to four secondary American history teachers. Teachers from small or rural schools should contact the director regarding membership in a multi-district team. Each participant will receive an \$800 stipend, transportation, housing, meals and materials. Three semester hours of graduate credit will be available. Contact Dr. James Giese, SSEC, 855 Broadway, Boulder CO 80302, (303) 492-8154. Deadline: February 15, 1989.

ANNUAL MONTICELLO-STRATFORD HALL SUMMER INSTITUTE FOR TEACHERS

Participants at this institute will study Virginia's political leadership in the era of the American Revolution. The seminar will be limited to 30 elementary and secondary history and social studies teachers. Six semester hours of graduate credit in history will be offered. Travel, rooms, meals and materials will be paid. Contact Dr. Daniel P. Jordan, Monticello, P.O. Box 316, Charlottesville VA 22902. Deadline: March 15, 1989.

FELLOWSHIPS FOR INDEPENDENT SUMMER STUDY

The Council for Basic Education is sponsoring a national fellowship program that provides up to 170 outstanding grade K-12 teachers in the humanities with the opportunity for six summer weeks of scholarly independent study. Contact the Council for Basic Education, c/o Independent Study in the Humanities, Dept. C1, P.O. Box 1144, Rockville MD 20850. Deadline: January 5, 1989.

STUDENT CONTESTS

TANDY TECHNOLOGY SCHOLARS

Tandy Corporation is instituting a program to recognize and honor outstanding students and teachers nationwide, through an arrangement with Texas Christian University, with costs for administration and awards to be underwritten by Tandy Corporation.

The top two percent of students completing their junior year in May 1989 and recommended teachers of science, math or

computer science for the 1988-89 school years at qualifying and participating public and private high schools will be the initial award recipients.

For more information about these awards contact Tandy Technology Scholars, P.O. Box 32897, TCU Station, Fort Worth, TX 76129 or Ray Dominick, Senior Computer Specialist, Radio Shack Store, Capital Hill Mall, Helena, MT 59601.

MAP CONTEST

The Commission on the Bicentennial of the United States Constitution is sponsoring a National Historical Pictorial Map Contest. The program is designed to encourage a study of geography as it relates to the founding period of American history. With the donations and assistance of the National Geographic Society and the United Parcel Service, 101,000 elementary and secondary schools have received educational materials including a colorful historical "timeline," a large territorial map, and three outline maps of the country as it existed in 1787. Using the outline maps, students will depict historical and geographical events of early American history. Trips to Washington, DC and cash for educational materials will be awarded. For more information on this project contact Tish Avery, Commission on the Bicentennial of the U.S. Constitution, 808 Seventeenth St. NW, Washington, DC 20006, (202) 653-5244.



ACHIEVEMENT AWARDS IN WRITING

Brochures and nomination materials for the "Achievement Awards in Writing" contest sponsored by the National Council of Teachers of English have been sent to high school English department heads and to members of NCTE's secondary section. The deadline for nomination is January 23, 1989. Contact your high school English department chair or Achievement Awards in Writing, National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801.

"DRIVE SOBER—DRIVE SMART!"

Mothers Against Drunk Driving (MADD) and National Car Rental Systems, Inc. have announced their third annual Nationwide Poster/Essay Contest for students in Grades 1-12. This year's theme is "Drive Sober—Drive Smart!" Entries in English and Spanish are welcomed and will be judged equally for cash awards; all must be postmarked by February 13, 1989. For official contest rules and entry blanks, contact your local MADD Chapter or MADD National Youth Program, 669 Airport Fwy., Suite 310, Hurst, TX 76053.

RESOURCE NOTES

VOCATIONAL EDUCATION

Have you ever wondered how technology is transferred from the research lab to practical application? For instance, you've probably heard that scientists at The Land in EPCOT Center can clone plants by the millions. But how do America's farmers infuse that technology into their operations? That and many other questions were addressed by those responsible for teaching new technology in agriculture at the National Conference on Agriscience and Emerging Occupations and Technologies in Orlando, Florida.

Teachers, state staff members, and university professors from 41 states gathered in Florida to learn more about the technology available as well as to plan ways to disseminate the information.

Major topics for the conference included crop science, animal science, water resources, agricultural engineering technology, biotechnology, integrating pest management, and food science. Workshop sessions on those topics were taught by members of the national task force that planned the conference.

Participants visited The Land at EPCOT Center and learned more about the agricultural research taking place there. Similar conference tours took the group to Kennedy Space Center, area citrus and aquaculture research operations, and behind-the-scenes operations at Walt Disney World.

The conference was conducted by The National Council for Vocational and Technical Education in Agriculture (The Council). Conference objectives included developing an understanding of the scientific nature of the agricultural industry and recognizing opportunities for scientific instruction in agricultural programs.

—Leonard Lombardi
Agriculture Education Specialist



More than 200 agricultural educators representing 41 states gathered in Orlando to learn more about teaching agriscience and new technologies. Seated left to right: Ken Adams, Vo-Ag Instructor, Joliet High School; Mark Lalum, Vo-Ag Instructor, Flathead High School, Kalispell; Roger Hendrickson, Vo-Ag Instructor, Belgrade High School. Standing left to right: Leonard Lombardi, Agriculture Education Specialist, OPI; Dr. Van Shelhamer, Department of Agricultural & Technology Education, MSU; Larry D. Case, senior program specialist, agricultural education, U.S. Department of Education; and Dr. David Williams, professor, agricultural education, Iowa State University, Ames.

(See related story in Vocational Agriculture column above.)

ARTS IN EDUCATION

The following Declaration of Arts is the result of "Create the Vision—Montana's Arts Education Caucus" held at Western Montana College, Dillon, September 23-25, 1988, sponsored by the Office of Public Instruction, the Montana Arts Council, the Montana Alliance for Arts Education and WMC. The 75 assembled citizens, artists/performers, educators, administrators, and students unanimously mandated the existing organization of the Montana Alliance for Arts Education, to carry forth both short- and long-range goals and objectives ranging from the practical needs of today's schools to the placement of a Minister of Culture at the national level. What follows is the first part of a more comprehensive document which will 1) expand and add detail to "therefore we need . . ."; 2) formulate a succinct statement for advocacy purposes; and 3) outline very practical steps in specific arts disciplines and community arts programming. For more information contact Janet Athwal, OPI (444-4422), or Julie Cook, Montana Arts Council (444-6430).

Draft Declaration of Arts

We, a group of Montana citizens who are concerned about and care for the arts and arts education, join with other citizens of this country and the world, in recognizing that a new era is upon us wherein the arts and arts education are, by necessity, a priority. There is now a national and even international consensus on the importance of the arts and the wisdom of public support for them in society and in education.

We believe that:

Creativity is a fundamental need and human activity which distinguishes human beings from other life, especially as creativity takes the form of expressiveness and communication.

From ancient civilizations to the present, the arts have been and, we assert, will continue to be a uniquely important means through which individuals and communities have come to understand their past, celebrate, adjust to, accommodate, and criticize their present, and envision their future.

Throughout history cultures are judged by and remembered for their artistic legacies through the expressive idioms of drawing, dance, crafted and decorated objects, architecture, sculpture, music, drama, literature, painting, design, photography, film and video.

Now, more than ever, communication through the languages of the arts can emphasize a common bond among the people of the world and impart humankind's greatest hope—surviving together in civility and joy.

The arts are for all people—poor and wealthy; disabled and abled; rural and urban; dependent and free; people of all ethnic groups. Access to the arts is a basic social right and cultural necessity.

The arts help us access the sensual, the emotional, and the intuitive in ourselves; history shows that if we are separated from these energies, we are neither whole nor healthy individuals or peoples.

The arts embody the elements underlying all great discoveries: encouraging inquiry, taking risks, using intuition, making uncommon connections, synthesizing information, expressing something new.

The arts respect both tradition and innovation; they teach us about the past and lead the way into the future.

The arts act as a mirror for a culture, reflecting, focusing and celebrating cultural diversity and likeness.

The arts foster a sense of community, promoting understanding, discussion, and development of values.

The arts are fundamental to learning, both as distinct, valuable disciplines and as essential tools for understanding and teaching other subjects.

Education in the arts unites the psychomotor, affective and cognitive learning processes, heightening perceptual abilities, developing higher order thinking skills, and enhancing the ability to synthesize.

Education in the arts provides opportunities for learners to work in non-judgmental situations, to learn to value their own work, to improve their individual expressive contributions and thus to increase their self-esteem.

Education in the arts helps learners to express, understand, and deal with their feelings as a broader part of the totality of language and symbol systems.

Education in the arts refines the ability to use one's senses—to see, hear, taste, smell, touch—and endows the learner with a sense of wonder and joy.

Education in the arts brings multiple dimensions to the learning process and provides ways for teachers to facilitate learning for each learner in the way he/she learns best.

Education in the arts empowers individuals with the ability to work with ambiguity, errors, and uncertainty by utilizing their natural creative abilities.

Education in the arts affords a necessary and systematic exposure to the disciplines and satisfactions of artistic production, communication, interpretation and appreciation.

Therefore we need:

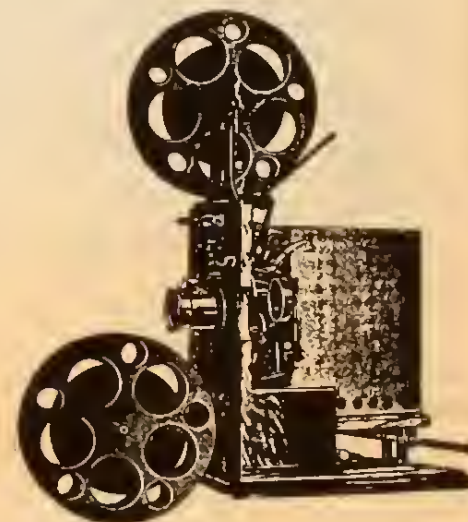
To provide equal access to a wide variety of experiences in the arts for people of all ages and abilities.

To provide for the sharing of the arts among and within nations, cultures, and communities.

To provide for lifelong educational environments and opportunities for all people to develop personal skills and creativity in and through the arts.

To provide an educational system that integrates the arts with other subjects and with life.

—Janet Athwal
Arts in Education Specialist



LIBRARY MEDIA

The AV Library relocated this past summer to 1300 11th Avenue. The new phone number is 444-3170. Because of space constraints we were unable to take all the films. However, materials in the Core Collection Catalog and many other items are in the new location. A complete catalog or supplement of everything in the "new library" will be published as soon as possible. About 400 items were donated to the IMC at the University of Montana. Please keep your old AV/TV News Exchanges for the most recent additions to the collection.

Also, please note: We recently added the Turner Broadcast series on the Soviet Union (aired on television last spring) and six excellent videos on South Africa including "Children of Apartheid" and "Girls Apart." Both are excellent.

The AV Library's Core Collection is now on Big Sky Telegraph! If you are an online user of Big Sky, you can search the film catalog online by subject.

Also planned for this fall is an online course taught by Frank Odasz at WMC for librarians specifically in the use of Big Sky Telegraph. We are reaching out and networking!

—Margo Rolando
Library Media Specialist

RESOURCE NOTES

COMPUTERS

Computer Corner

Several districts and teachers have called recently requesting information on grants for purchase of computers or software.

At the present time, the three major suppliers of computers for education have special purchase programs for schools and teachers. If you are interested in Apple or Macintosh programs, contact your local Apple dealer for information or Jim Rund, the Northwest Apple Computer representative, at 1403 Grand Blvd., Spokane, WA 99203, (509) 455-6640.

IBM also has a discount agreement for schools and educators; contact the Montana IBM Office, Dee Kober, 444-5000 or call 1-800-IBM-2468.

Tandy Radio Shack is also offering two programs for teachers and schools. The first is called the Tandy Technology Scholars and offers monetary grants and scholarships to schools and teachers who demonstrate excellence in teaching by incorporating the use of the computer. For information on this program, contact Ray Dominick, Senior Computer Specialist for Montana, at the Radio Shack Store, Capital Hill Mall, Helena, MT 59601. Information regarding the Tandy Computer Grants may be obtained by writing Tandy Computer Grant Program, 1600 One Tandy Center, Dallas, TX 76102.

Two excellent sources for information regarding newest programs in computers and education are the *Electronic Learning* magazine and *Classroom Computer Learning*. Presently *Electronic Learning* is offering free subscriptions to teachers and schools. Write to *Electronic Learning*, Scholastic Inc., P.O. Box 2041, Mahopac, NY 10541-9964. This excellent computer magazine contains numerous software reviews and analysis of the newest programs in computer education, and it is a vital source of information for teachers regarding the integration of computers in education.



The October 1988 issue of *Classroom Computer Learning* has an article on the CCL Software Award winners. Educators throughout the country chose the outstanding educational software programs produced

during 1987-88, and these are described in the October issue. Copies may be obtained from CCL, 2451 East River Road, Dayton, OH 45439.

The Maine Department of Education Computer Resource Center recently produced a booklet entitled "Technology in Maine Schools, 25 Case Studies." This excellent publication describes the use of computers in several curriculum areas and will provide useful information for schools wishing to integrate the computer into these programs. This publication may be obtained from the Maine Computer Consortium, Maine Department of Education, Statehouse Station 23, Augusta, ME 04333. Their resource center also has a variety of public domain software which they will provide for schools upon request. A listing of programs and how to obtain these materials is available from the address listed above.

For additional information on computers and schools, contact Dan Dolan, Math and Computer Education Specialist, 444-4436.

Computer Endorsement

At the recent Montana Council for Computer Educators (MCCE) Conference in Helena, a panel of Montana educators presented a session on the proposed creation of a Montana certification endorsement in computer education/science. Members of the panel were Jan Riebhoff, President of MCCE and teacher at Belgrade Elementary School; Rocky Ross, member of the Computer Science Department at Montana State University; Dennis LaBonty, member of the Business Education Staff at Northern Montana College; and Dan Dolan, Mathematics and Computer Education Specialist at OPI.

Background information on surveys of teacher training institutions in Montana, teachers and administrators regarding the creation of such an endorsement was discussed. General conclusions drawn from these studies are:

1. Montana schools need qualified staff to teach computer science/education programs.
2. Montana educators feel that staff presently teaching computer courses need more extensive background in order to provide the desired programs.
3. The state's teacher training institutions interested in developing a program for computer certification are divided between the need for endorsement at the secondary level (5-12) and/or a K-12 endorsement.
4. Program standards for any such endorsement should be based more on computer education and the application of the computer rather than strict computer science, for example, languages, programming, computer design, etc.

The issue seemed to focus on the following: 1) Who would need to be endorsed? 2) There is not a great need for programming teachers in Montana, as most schools have one or possibly two formal courses in computer science. 3) All teachers should be able to use the computer as a tool for education and need more training, not formal endorsement. 4) Would those teachers presently teaching computer programming need to be endorsed and how would that be handled?

Two critical points need to be made very clear: 1) Teachers will not need endorsement in order to use the computer as a tool for instruction any more than they have to be endorsed to use a pen or pencil. The endorsement area being discussed is only for those teachers who are regularly teaching classes in computer science or computer education. 2) For those people who are presently teaching such courses, endorsement will be necessary at some future date. However, questions regarding how this would be handled can be addressed after the endorsement is created by the Board of Public Education. At that time, provisions will be made for endorsing teachers already engaged in teaching computer science.

—Dan Dolan
Computer Specialist



SPECIAL EDUCATION

Book Review: Stowitschek, Joseph J. and Salzberg, Charles R. (1987) *Job Success for Handicapped Youth. A Social Protocol Curriculum*. A product of the ERIC Clearinghouse on Handicapped and Gifted Children. Reston, VA: Council for Exceptional Children.

This review was submitted by John M. Dodd and Dennis Dennigan, Institute for Habilitative Services, Eastern Montana College

The importance of social skills and social competence for success in employment for handicapped persons is well documented and recognized by a wide range of professionals within special education. Evidence is rapidly accumulating which shows that job termination of handicapped persons is often associated with an inability to display social competence.

Joseph Stowitschek and Charles R. Salzberg have written a thoughtful, comprehensive curriculum that addresses social skill and competence development. This book will serve as an important resource guide to both school and non-school-based professionals. Guidelines, procedures, and instrumentation for assessing client's status, teaching essential social skills, teaching social skills in a work setting, and individualizing the instructional process for client and setting are included. The appendix

contains master forms for duplication and use for social screening assessment, rank ordering of students form, employer interview, and working observation forms.

This curriculum provides the information necessary to improve job prospects and can be put to immediate use by people teaching these skills. The well-developed curriculum should become an integral tool of professionals concerned with the job access and tenure of persons with handicapping conditions.

AIDS EDUCATION

The Office of Public Instruction has received an AIDS Education grant through the Centers for Disease Control in Atlanta, Georgia. Spencer Sartorius, OPI's Health and Physical Education Specialist, is the AIDS Education Coordinator and developer of the grant. Laurie Volesky is the AIDS Education Specialist in the office.

The grant's four main objectives are to: 1) increase the number of schools providing effective AIDS education; 2) increase the number of schools integrating AIDS education into a more comprehensive program of school health; 3) increase the percentage of junior high and senior high school students at each grade level who receive AIDS education; 4) increase the level of AIDS-related knowledge and/or the availability of such knowledge.

The Office of Public Instruction and the Montana State Department of Health collaborate on many activities conducive to both departments. In October AIDS education specialists from OPI and DHES met with elementary and secondary educators, school administrators and school nurses to develop an AIDS curriculum component to Montana's comprehensive health program. The AIDS component is applicable to levels K-12 and includes general information on AIDS, resources available statewide and nationwide, and educational materials appropriate for classroom activities. The component will be sent out in January.

At a training workshop held recently in Helena OPI and DHES personnel trained educators, county health officials and nurses from all areas of the state as resource persons available to schools, civic organizations, school groups, etc., for AIDS education. A list of these facilitators will be published in the AIDS Newsletter distributed in December. OPI currently is organizing more regional workshops in specific areas in Montana, and more details will be available soon.

AIDS education is the best method of preventing the spread of AIDS and we at OPI hope you will use our staff and resources to the fullest extent. For any assistance, please call 444-3178 or write: AIDS Education, Office of Public Instruction, Capitol Building, Helena, MT 59620.

—Laurie Volesky
AIDS Education Specialist

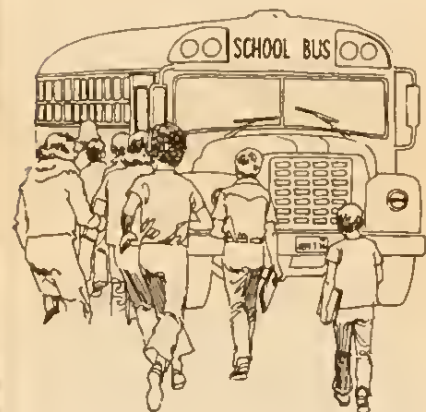
SCHOOL BUS SAFETY

Federal Testing and Licensing Standards

The Federal Highway Administration (FHWA) has issued its final rule to establish minimum standards for state testing and licensing of commercial motor vehicle drivers. These standards include commercial driver licensing and testing procedures to be used by the states while setting minimum uniform federal standards for testing and licensing. The states will have administrative flexibility in setting their standards.

Effective April 1, 1992, the standards will require that commercial motor vehicle drivers take and pass appropriate knowledge and skills tests in order to be licensed to operate a commercial vehicle.

I am working with the Motor Vehicle Division in the Department of Justice in establishing standards for school bus drivers. OPI and the Motor Vehicle Division will make every effort to keep you informed while establishing our state standards.



Vehicle Safety Hotline

We focus a lot of attention on manufacturing defects in school buses. Defective school buses could lead to student injuries, and that is a valid concern to all of us. The National Highway Traffic Safety Administration is now addressing our concerns. The NHTSA operates a vehicle safety hotline where you can get information about safety and consumer-related defects on **any motor vehicle**. The auto safety hotline number is 1-800-424-9393.

This service provides information on all auto and school bus recalls. You also can use this number to report safety-related problems with a specific vehicle or vehicle equipment. To report defects in writing, contact the U.S. Department of Transportation, National Highway Traffic Safety Administration, Vehicle Safety Hotline, NEF-11 HL, 400 7th Street SW, Washington, DC 20590.

We in this business have an obligation to make use of this and any other service that can further enhance our commitment to provide the safest possible transportation of our school children.

More on Federal Excise Tax (from NAPT Newsletter)

Since January 1, 1988, states, local governments and nonprofit educational organizations have not been able to purchase fuel tax free. However, they are allowed a refund or credit for the tax.

How to obtain the tax credit or refund is explained in IRS Publication No. 378 (November 1987 Revision), "Fuel Tax Credits."

Also, a revised ruling since January 1, 1988 by the Internal Revenue Service allows fuel suppliers to resume giving credit for the federal excise tax. Fuel suppliers can obtain a federal excise tax blanket exemption certificate (TC-11). By signing this form the purchaser agrees not to file for a refund from the IRS; in turn, the purchaser will not be charged the excise tax. This is strictly an option for the suppliers because of tax law No. 26, USC 6416.

In order to save time in filing for refunds, contact your individual supplier for assistance in utilizing the exempt certificate.

IRS Publication No. 378 and a claim for refund, "Form 843," can be obtained by telephoning the Internal Revenue Service—Federal Tax Forms—Documents and Publications—1-800-424-3676.

—Terry Brown
Pupil Transportation Safety Specialist

MATHEMATICS

Regional NCTM Conference

On March 2-4, 1989, the Montana Council of Teachers of Mathematics will host a Northwest Regional Conference of the National Council of Teachers of Mathematics.

One hundred and sixty workshops and sessions are planned for this outstanding mathematics inservice conference. Several nationally known speakers will present their ideas on implementation of the new national standards for mathematics curriculum developed by NCTM. Zal Usikin, Director of the University of Chicago Mathematics Project, will discuss this new project and its impact on secondary education.

Kathy Richardson, noted author and elementary mathematics specialist from California, will discuss new programs and methodology for teaching mathematics at the primary level. Brendan Kelly, a middle school teacher and mathematics specialist from Ontario, Canada, will speak on curriculum revisions at the middle school level.

Nine three-hour mini courses will feature nationally recognized mathematics educators. Mary Lindquist from Georgia and Glenda Lappin from Michigan State University will present sessions on geometry at both the primary and intermediate levels. David Pagni from California State University at Fullerton, also director of a national project to develop curriculum for integrating the calculator at the elementary level, will present new material from his project. Burt Waits from Ohio State University will offer a special workshop on the use of the graphing

calculator for precalculus mathematics at the high school level. Each participant of this special workshop will receive a Casio 7,000-G graphing calculator.

Special discount registration procedures are available for this NCTM conference, and all principals, superintendents, and mathematics department chairmen from high schools have received special registration information. This special discounted rate allows a district to register all elementary and/or secondary mathematics teachers for \$9.40 versus a regular rate of \$63 for nonmembers of NCTM. Registration, travel, per diem and substitute costs for those teachers attending may be paid from district EESA Title II funding.

For more information on this outstanding conference or additional information on the special low-cost registration, contact Dan Dolan, Math Specialist, 444-4436.

Elementary Mathematics Newsletter

The Consortium for Mathematics and its Applications (CMA) has recently become the publisher of a newsletter for elementary mathematics teachers entitled the *Elementary Mathematician*.

Each issue includes articles on teaching and learning mathematics at the elementary level and samples of classroom materials that can be duplicated and used immediately with students. The publication is free and can be obtained by writing to the Elementary Mathematician, CMA, Inc., 60 Lowell Street, Arlington, MA 02174.

Summer Institute for Statistics

The Illinois Institute for Statistics Education is sponsoring two 3-week summer workshop programs for teachers funded by the National Science Foundation. School district teams of three-five mathematics teachers grades 6-12 will be selected from nationwide applicants to attend one of three summer workshops from July 10-28, 1989 at the University of Illinois, Urbana-Champaign Campus.

The summer workshop will review the essential concepts of modern statistics and data analysis but assumes that middle school teachers do not have extensive background in statistics. There will be an emphasis on the central role of statistics and data analysis in science, government, industry and everyday life. The major thrust of the workshop will be instructional strategies for teaching students with a wide range of mathematical ability. Teachers participating in the institute will receive funds for travel, meals, a stipend of \$40/day and two hours of graduate credit in statistics education.

Districts which send teams to the workshop will be expected to endorse curriculum innovation in statistics by providing a six-week unit in school years 1989-90, 1990-91 and 1991-92, provide at least one teacher inservice activity in statistics during each of the three years following the summer institute and encourage and assist local teachers in providing leadership in statistics in the school district or beyond as appropriate.

For further information and applications to attend this summer institute, contact Janney Q. Travers, IISE Program Coordinator, 101 Illini Hall, 725 South Wright Street, Champaign, IL 61820 or telephone 217-244-7284. Deadline for completed school district applications is March 15, 1989.



When is a Mathematics Program a Good Mathematics Program?

The 1988 winter issue of *The Wisconsin Teacher of Mathematics* includes an article written by Donald Chambers, State Supervisor of Mathematics in Wisconsin, entitled "False Indicators of Quality Mathematics Programs." Many of his points are valid and need the serious consideration of all mathematics educators and administrators as mathematics programs are reviewed and updated. Don has given his permission to use much of his article, take out those parts pertinent to Wisconsin and add material more suited to our situation in Montana.

In the last few years there has been a tremendous surge of interest in the improvement of mathematics and science education programs in elementary and secondary schools throughout the country. Administrators, teachers, business and industry leaders, and general public all have become concerned over numerous reports indicating a less than quality program in mathematics and science in our elementary and secondary schools. The 1987 report entitled "The Underachieving Curriculum: Assessing U.S. Mathematics from an International Perspective" indicated that U.S. mathematics programs rate below the mean of all countries tested in their overall achievement. In several areas, the United States ranked above only two or three third world countries. The National Assessment of Educational Progress (NAEP) test analysis was reported to the nation in June of 1988. One headline read "Student Proficiency in Math is Dismal."

As educators look to improve the quality of a local mathematics program, several factors become important. However, there are times when the analysis of the quality of the program focuses on issues that do not denote quality and are less than true indicators of a quality program. The following program characteristics are **neither necessary nor are they sufficient** as indicators of a quality mathematics program at the elementary and secondary level:

1. High Scores on Standardized Achievement Tests—Standardized achievement is hardly a measure of achievement or ability for all students with regard to the achievement in a mathematics program during a particular year. Often they provide data

RESOURCE NOTES

which is reassuring to a district and the public regarding the measure of a particular school's achievement as measured against national norms. However, a recent report by an education advocacy group in West Virginia showed that over 90 percent of the school districts using one of the six major achievement tests performed above the national average. While this statistic may be a bit difficult to understand, test makers were quick to point out that the norming data was quite old and accounted for the apparent error in scores (see *Education Week*, December 9, 1987). Standardized tests provide little or no measure of the quality of the school curriculum or what students did or did not learn during the past year. Furthermore, there is generally little analysis of items in order to make corrections in the school curriculum to find where the curriculum needs improvement or what topics have been slighted during the year.

2. High Computation Scores—In this age of technology and movement toward problem solving and greater understanding of mathematical concepts, it is insufficient for a district to measure mathematics success based on computational scores. This does not mean that computation is not important or that students should not learn to compute. However, an emphasis on mental arithmetic estimation and the uses of computation is far more important than simple computational skills. National reports by business and industry leaders point out consistently that students need more than computation. It has been said, "the basics have changed."

3. A High School Course in Calculus—Many districts seem to feel that the implementation of a calculus course at the 12th year indicates that their students are progressing rapidly and they then may lay claim to a high quality mathematics program. While it is true that a very few students may be ready for such a course, one has to seriously question the inclusion of a calculus course to better prepare students to enter that same calculus course when they enter college. Unless a high school calculus course can be taught by teachers who are well prepared to do so, be based on the AP calculus curriculum and develop students who can immediately enter a second year calculus sequence at the college level, it hardly seems worthwhile to have such a course. Why is it that we would have our very best 12th grade students take a calculus course in high school so that they can be better prepared to repeat it in college?

4. An 8th Grade Algebra Course—This is directly related to the offering of calculus as a fifth-year elective for high school students. Many teachers and administrators decry the fact that there is little or no material in 8th grade textbooks and that much of the 8th grade mathematics program is a review of the previous elementary program. This view is well documented in the Flanders article in the *Arithmetic Teacher* in September 1987 entitled "How Much Content in the Mathematics Text Books is New?" However, simply taking the 9th grade algebra class and pushing it into 8th grade hardly improves the overall mathematics program. Before implementing an algebra class at the 8th

grade, a school must restructure the 6th and 7th grade programs to make sure that a two-year preparation is provided students so that the 8th grade algebra course is as meaningful as possible. The needed background from the middle school must be covered and students should not have missed several topics. Teaching algebra at the 8th grade is only one of many alternatives to the lack of quality curriculum materials. Rather than an algebra course at the 8th grade or a calculus course at the 12th grade, schools might well look at broadening the background of students at both of these levels to include more topics and greater depth of topics rather than vertical acceleration. One also must consider the fact that many studies have shown that 8th grade students are typically not prepared for the abstract nature of algebra without quality preparation prior to that course.



5. Computer Science Classes—It is difficult to understand why the inclusion of computer science is often thought to be an improvement to a mathematics program. Computer science classes are no more a part of the mathematics program than a part of the history or English curriculum. If students are taking computer science classes instead of mathematics, they are losing out on part of the quality background needed for further study of mathematics. While the number and quality of a school's computer classes may be related to the quality of the total high school program, it is unrelated to any indication of quality of the mathematics program. A more important consideration related to computers should be, "Is the computer used as a regular tool of instruction and learning in the mathematics program?" If computers are available to the school and are not a regular part of the teaching and learning process in the mathematics curriculum, one cannot assume that there is a high-quality mathematics program present.

6. Rigor—Too many teachers and administrators point to the rigorous nature of a mathematics program and the quality of a few students who complete such a program as an indication of high quality. It is hard to understand why high failure and dropout rates become evidence of quality. The goal of all school programs should be to include as many students as possible in a quality program designed to meet the needs of all students. Rather than thinking of mathematics as a filter to weed out students to other programs considered to be of lesser quality, we should be developing alternative courses to meet the needs of all students. These classes should include sound mathematics based on a problem-solving approach and suited to the needs of a broad range of students instead of just a few. It would be much more appropriate to cite the fact that a high percentage of students are enrolled in

mathematics for more than the two-year state requirement as a measure of the quality of a program.

Finally, any program being evaluated today for quality must take into consideration the standards for mathematics curriculum as written by the National Council of Teachers of Mathematics and the new mathematics learner goals included in the proposed changes to the Standards for Accreditation of Montana Schools. Both of these curriculum documents include new topics and methodology which are not a regular part of most mathematics programs. While new curriculum materials are not readily available to meet all the needs of these new programs, they are being developed. Teachers at all levels will need a great deal of inservice in order to teach the new curriculum and to learn new approaches and methodology in order to adequately teach such a program. When we evaluate our local school programs in light of these new curriculum documents and show that we meet both the content and intent of such standards, then we may be able to claim that we are approaching a quality mathematics program.

—Dan Dolan
Mathematics Specialist

TRAFFIC EDUCATION

Shoulder Belt Slack

Lap/shoulder belts reduce death and serious injury to front seat occupants in crashes. If worn incorrectly, the protection is severely diminished. Drivers of American cars tend to have more slack in their belts than do drivers of foreign cars. This is because American cars have a device which allows the user to loosen the shoulder belt on the chest. Each time an occupant leans forward slightly and then back after the belt is fastened, the shoulder belt loosens. Foreign made cars generally do not have any slack devices.

Loose belts lose much of their effectiveness in restraining an occupant properly. In a crash the body continues its forward motion until it comes in contact with the belt. When the vehicle stops, the body is still moving forward unless the belt was firmly against the occupant's chest and helped to "ride down" the sudden stop.



Driver Education Evaluation

The Ohio Department of Safety recently released an executive summary entitled *Driving Records of Commercially-Trained vs. High School-Trained Drivers*. This study (reported in February 1988) documented the early driving records of students who received driver education in high school or

commercial schools. The study reveals that high school-trained drivers have fewer accidents and fewer traffic convictions than drivers taught by commercial driving schools. These conclusions were drawn from a study of all 16- and 17-year-olds licensed during 1984 and 1985 and whose records indicated that driver education had been completed either commercially or in high school.

Did You Know?

A dirty headlamp can cut your light output by as much as 75 percent. A figure that normally shows up in a safe distance for evasive or braking action may appear too late for crash avoidance. Winter driving conditions and longer nighttime hours increase your exposure to this danger.

Quick Winter Starts: The Big Three

You can stay on the go this winter by paying special attention to three systems: battery, ignition and engine lubrication. Your vehicle will start best when all three systems are properly maintained. The battery generates the power to rotate the engine until the ignition system can keep it running. The most important thing to check is the battery's water level. In a maintenance-free battery watch the built-in indicator and make sure the battery connections are clear of corrosion and oxidation. The ignition system plays a key role in assuring a quick start. Most newer vehicles' electronic systems require little maintenance. A new set of spark plugs normally will restore peak starting performance. If your ignition system has been neglected, also check spark plug wires and ignition rotor. The battery and ignition systems are important, but engine lubrication can determine whether or not a car starts, especially in sub-zero weather. Most engines need thinner oil in extremely cold weather. Thinner oil allows the starter to rotate the engine faster, using less battery power. It is best to use SAW/SW-30 motor oil in extremely cold weather.

All three systems—battery, ignition and engine oil—should be checked and prepared for winter. If one system does not have to compensate for the shortcomings of another, your vehicle should give you heart-warmingly fast starts day after day.

Spring Conference

The 1989 Spring Montana Traffic Education Association/OPI Conference will be held April 30 and May 1 and 2 at the Village Red Lion Motor Inn, 100 Madison, Missoula, Montana. Make your plans now to attend.

Put your heart into your work, and the quality of your work will put heart into you. I hope you have a great school year and are able to make our annual conference. If I can be of help, please contact me.

—Curt Hahn
Traffic Education Specialist

CALENDAR

The following is a selection of professional enrichment opportunities and other events of interest to school personnel. For information about specific listings, address inquiries to the contact person noted.

"EDvents," a complete calendar of events, is available on OPI's electronic bulletin board accessed by computer at 444-3481.

DECEMBER

*Dec. 16—Downlink Sites, Westar IV *High School Legal Education Series: Enforcement of the Law*. Dianne Lawrence, WHRO, (804) 489-9476

Jan. through May, 1989—*Young Montana Artists Exhibition—Centennial Show (traveling)*. Madeline Kraner, 585-1650.

JANUARY

*Jan. 20—Downlink Sites, Westar IV *High School Legal Education Series: Interpretation of the Law*. Dianne Lawrence, WHRO, (804) 489-9476.

*Jan. 24—Downlink Sites, Westar IV *NASA Aerospace Series: Future Exploration*

Jan. 25—School Nurse Day

Jan. 26-28—Conference: *Computers and Reading/Learning Difficulties*. San Francisco. Diane Frost, Educational Computer Conferences, (415) 222-1249

Jan. 26-27—Meeting. *Board of Public Education*. Helena. Claudette Morton, 444-6576.

Jan. 29-Feb. 5—*Governor's Week of the Arts*.

FEBRUARY

Feb. 3—*Governor's Arts Awards*. Julie Cook, Montana Arts Council, 444-6430.

*Feb. 17—Downlink Sites, Westar IV *High School Legal Education Series: Criminal Law*. Dianne Lawrence, WHRO, (804) 489-9476.

Feb. 17-20—Conference: *Northwest Music Educators National Conference*, Boise, ID. Larry Williams, 585-1515

Feb. 21-24—Conference: *15th Annual National Diffusion Network Conference*, Washington, DC. Ron Lukenbill, OPI, 444-2080.

MARCH

Mar. 2-4—Conference: *National Council of Teachers of Mathematics Regional Conference*. Helena. Dick Seitz, 442-8090.

Mar. 2-4—Conference: *Kentucky Educational Computing Conference*, Lexington, KY. Darlene Novak, U of Louisville, (502) 588-5077.

Mar. 9-10—Meeting. *Northwest District Alliance for Health, PE, Recreation & Dance*. Boise, ID. Sherm Button, BSU.

Mar. 16-17—Meeting. *Board of Public Education*. Helena. Claudette Morton, 444-6576.

Mar. 16-18—Conference: *Arts Interscholastics (for high school art students)*. Laurel. Jim Seaton, MAEA, 628-7911

*Mar. 21—Downlink Sites, Westar IV *NASA Aerospace Series: Technology & Your Classroom*

Mar. 21-23—Conference: *Sixth International Conference on Technology and Education*. Mt. Janie Alexander, ICTE (817) 390-3053

Mar. 30-Apr. 1—Conference: *Montana FHA/HERO State Leadership Conference*. Billings. Mary McAulay, OPI, 444-2059

*Satellite downlink sites. Times listed are Mountain Daylight Time. Contact Ron Lukenbill, OPI, 444-2080, for further information unless otherwise noted

Heidi Young (left) and Aaron Weissman (right), both of C.M. Russell High School, were finalists in the Federal Reserve Bank of Minneapolis' 75th Anniversary Essay Contest. With Young and Weissman are (left to right) Gary Stern, President of the Federal Reserve Bank of Minneapolis; Art Rolnick, Senior Vice President and Director of Research at the Minneapolis Fed; and Mary Fagenstrom, English teacher at C.M. Russell High School.



MONTANA SCHOOLS

A QUARTERLY PUBLICATION OF THE OFFICE OF PUBLIC INSTRUCTION

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